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ABSTRACT

In order to assess the effectiveness of its Human Services vocational program, Santa Ana College (SAC) conducted a three-part study involving: (1) a survey of the 678 students (including 22 graduates) who had enrolled in a Human Services course from Fall 1976 through Summer 1980; (2) a survey of 178 Human Services agencies in Orange County, California; and (3) a review of Human Services job market data compiled by the state of California. The student questionnaire solicited information on students' educational goals and the extent to which they met their goals, their involvement in Human Services prior to enrollment, their current employment and educational activities, the impact of course work on their careers, and their evaluation of the training they had received at SAC. The agency survey sought to determine present and future demands for paraprofessional employees or volunteers, the number of current employees/volunteers with SAC training, the in-service training needs of agencies, the desirable qualifications for Human Services workers, and their familiarity with and evaluation of SAC's programs. The study report, based on a 45% response rate from the students and a 58% response rate from the agencies, presents graphical and textual analyses of all three study components and discusses the implications of the findings for four program objectives. The survey instruments are appended. (JP)

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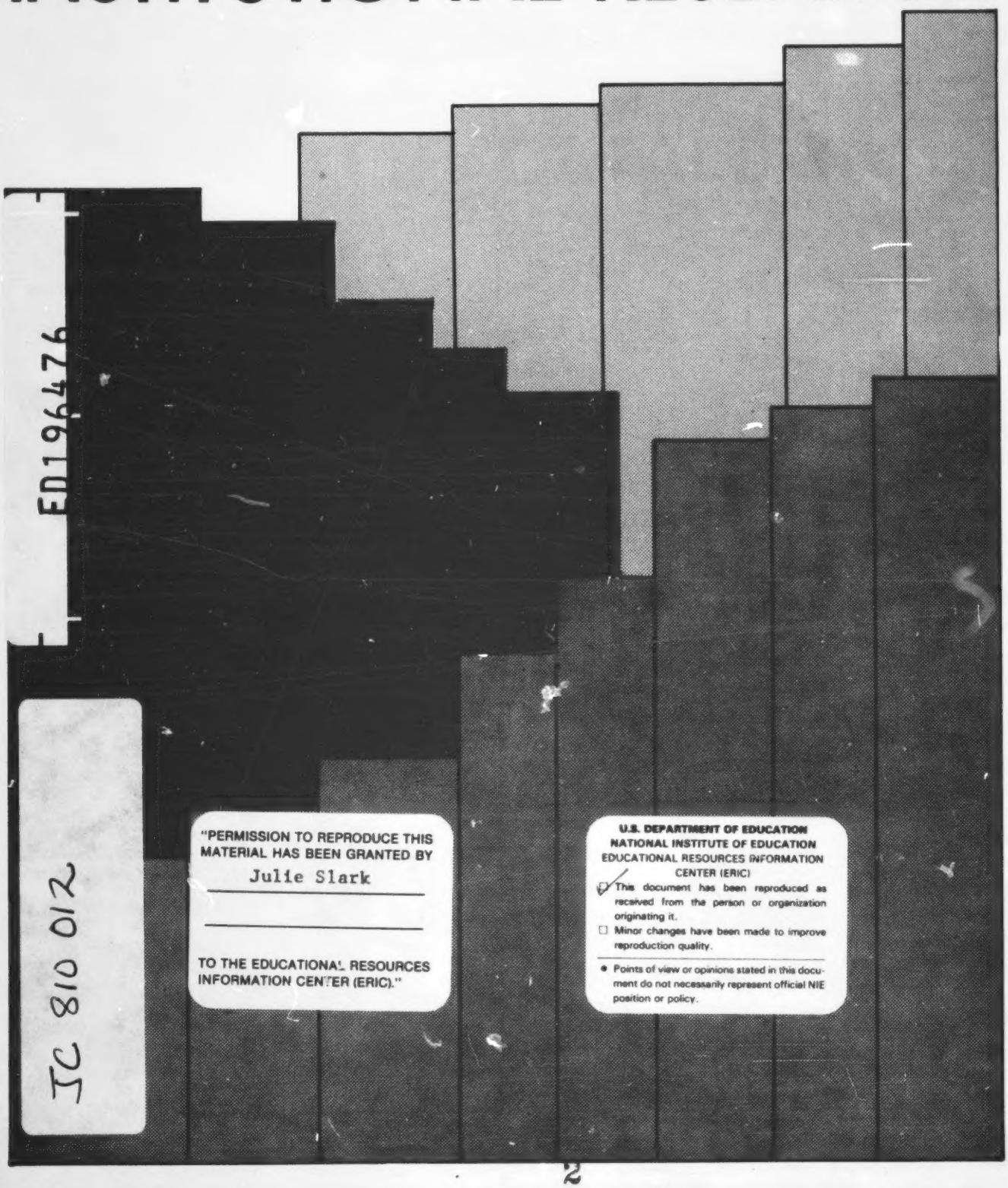
An Evaluation of the Santa Ana College Human Services Program

INSTITUTIONAL RESEARCH



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SANTA ANA COLLEGE

Rancho Santiago Community College District

Santa Ana College

Human Services Program

EVALUATION

Julie Slark
Institutional Research Office
Harold Bateman, Dean of Research
December 1980

SUMMARY

- The SAC Human Service program was evaluated in terms of its four stated functions: upgrading, inservice training, volunteer training, and preparing students to transfer.

- Questionnaires were sent to former Human Service students and Orange County Human Service agencies. The response rates were 25% and 58% respectively.

- Human Service students are slightly older, more often female, and more often ethnic minorities compared to all SAC students.

- The distribution of Human Service units completed was varied, and the rate of W's given respondents lower than for all college.

- Results of the student questionnaire include:

  The distribution of educational goals of respondents was 85% for personal development, 52% to upgrade job skills, 43% to transfer to a 4-year school, and 15% to aquire volunteer skills.

  Upon enrolling, 40% of respondents were employed or volunteered, full-time and part-time, in the Human Service field.

  Currently, 47% are employed or volunteers in the field.

  Of those employed in the field, classroom instruction was most often rated the most valuable part of their training. 87% credited the program with upgrading their job skills.

- Results of the agency questionnaire include:

  Agencies currently employ approximately 1156 paraprofessional employees and 3818 volunteers.

  Agencies hired approximately 285 new employees and 1133 new volunteers in the past year, and anticipate hiring about the same next year.

  51 agencies expressed interest in arranging with SAC to offer Human Service inservice training at their agency.

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INTRODUCTION

The purpose of this research study was to assess the current relevancy of the Santa Ana College Human Services program in terms of its stated goals, purposes, and functions. The goals are stated in the SAC college catalog as follows:

> As an occupational program its purpose is to upgrade or expand professional competencies of employees, to provide professional skills and personal enrichment for volunteers, and to assist agencies with inservice training.

In addition to the above three functions of upgrading, inservice training, and volunteer training for Human Services para-professionals, the program provides preparation for students to transfer to four year colleges with a Human Services major.

METHODS

To address this broad purpose, three approaches were employed. First, questionnaires were mailed to 678 students, all of those who had enrolled in, and were active at census week, a Human Services course from Fall 1976 through Summer 1980.* This included 22 Human Services graduates and certificate receivers. The student questionnaire was intended to assess Human Services students' reasons for enrolling, the extent to which they met those goals, the occupations which they came from and entered, the impact of course work on their careers, and their evaluations of their training.

Second, questionnaires were sent to 178 Human Services agencies in Orange County to determine present and future demand for para-professional employees and volunteers, familiarity with and evaluation of SAC's program, and their inservice training needs.

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*Total seat count for these semesters was 1473, representing an average of 2.2 Human Services classes per student. See Human Services Historical Trends in appendix.

Finally, job market information compiled by the State of California Employment Development Department (EDD) was reviewed and evaluated.

FINDINGS

Student Questionnaires. Questionnaires were returned by 170, or 25%, of the Human Services students during August and September 1980. (10% were returned by the post office as undeliverable.) The response rate for graduates and certificate receivers was 45%.[1] Table 1 shows characteristics of respondents and Human Services students (enrolled Fall 1979 through Summer 1980 only) by sex, age, and ethnicity. As can be seen, and as is common to questionnaire response patterns, respondents are slightly older and include a slightly higher rate of females and ethnic non-minorities than all Human Services students. Interestingly, Human Services students are, compared to all SAC students, more often female, older, and non-white.

Table 2 indicates the distribution of the number of Human Services units completed by respondents.[2] Twenty-two percent received W's, or zero units, substantially less than the rate of W's given in all classes. The modal number of units completed was 2 - 3, but 16% completed more than ten. This varied distribution suggests that persons who take Human Services courses do so for varied reasons.

Table 3, presenting educational goals of respondents, confirms this notion. The goals of respondents were both broad and varied. (Multiple responses to this question were allowed.) The most, 85%, attended for personal development,

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[1]Sixty-two A.A. degrees and certificates in Human Services were awarded to 37 persons from 1976-1980, at about equal numbers each year. (Some received both an A.A. and a certificate.) Twenty-two of the 37 were mailed questionnaires, and 10 responded.

[2]Completion of a minimum of 26 units, at least 18 in Human Services and 8 in allowable electives, is required for an A.A. or certificate in Human Services.

but only 26 of 170 respondents enrolled for this purpose alone. The second most frequently stated goal was "to upgrade job skills in Human Services", by 52%. Next was "to meet academic requirements to transfer to a four year school", by 43%. Only 15% desired to "learn skills to become a volunteer". However, all stated functions of the program are represented by students' goal statements at ample rates.

Table 4 shows that upon enrolling at SAC, 40% of respondents were either employed or volunteers in the Human Services field. These are presumably students who enrolled to upgrade skills and/or as a part of the inservice function. Since enrolling, however, that rate increased to 47%, and 45% are still students, half of whom are in Human Services programs and half of whom are not. Further analysis of current status by number of Human Services units completed revealed no differences on this variable. That is, for example, the same rate of students were employed full time in the Human Services field who completed 1 - 3 units as those who completed more than ten.

Most current educational status of respondents is shown in Table 5, and this data confirms that of Table 4. That is, about 51% of SAC Human Services students have attended another college since leaving SAC or are still attending SAC. This includes 20% who transferred to four year colleges. Of those who have attended school, 57% reported that their SAC Human Services courses were beneficial to their completion of additional course work.

Ninety respondents indicated that they are currently employed or do volunteer work in the Human Services field, and Table 6 shows their evaluation of their training in terms of relevancy and impact to their jobs. Classroom instruction was most often rated as the most valuable part of their program for meeting the minimum skill requirements for their jobs. And upgrading job

skills was the most often stated benefit of their training, by 87%. Forty percent credited their training for receiving promotions, and 37% credited their training for getting their present jobs. The job titles of respondents are listed following Table 6. Most are clearly Human Services para-professional positions, and some, such as clerical supervisor, medical secretary, and manager, demonstrate that Human Services competencies are relevant to various occupations.

Included in the appendix is the 1978-79 Student Accountability Model (SAM) follow-up study results for the Human Services program. These findings confirm those above regarding employment status and employment statistics of former students. Additionally, many respondents offered written comments about their educational experiences in Human Services at SAC, and those comments are also included in the appendix. Almost all students praised the program for specific professional and personal benefits it provided them.

Agency Questionnaire. It was realized early in this study that obtaining job information from agencies would be fraught with problems. For example, one problem was identifying agencies who hire Human Services para-professionals. The results were directly affected by the accuracy and completeness of such a listing. Also, validity was heavily dependent upon who in the agency completed the questionnaire. Cases were later identified where the respondent claimed no knowledge of the SAC program when, in fact, their agency had been very involved under the directorship of another individual. And, some agencies operate under "umbrella" super-agencies, such as the Orange County Human Services Agency (H.S.A.) which includes numerous departments and divisions. Identifying appropriate respondents while at the same time avoiding duplication of responses was the problem presented here. Defining "para-professional" is not always done similarly, and this affected the accuracy of the counts of the same.

The reliability and validity of the agency responses are, therefore, questionable, and conclusions must be made cautiously. However, it is the best data available, and it does provide indications which can assist in decision-making. The agency response rate was good: 58%, or 101 of 178 agencies responded.

Table 7 shows the respondents' assessment of the current and future demand for para-professional employees and volunteers. Respondents now employ approximately 1156 employees (including 700 within the H.S.A.) and 3818 volunteers. Most agencies employ under ten each, but four responded that they had more than 100 volunteers each (Red Cross, Santa Ana-Tustin Community Hospital, H.S.A., and Camp Fire).

Agencies hired approximately 285 new employees and 1133 new volunteers in the past year, and anticipate hiring about the same in the next year. Use of and demand for volunteers is about three times that of paid employees and is increasing.

Table 8 shows the agencies' familiarity with and assessment of SAC's program by frequency counts. Twenty-one said they were very familiar with the program, 46 somewhat familiar, and 33 not familiar. To their knowledge, a total of 39 of their employees had completed Human Services training at SAC, and almost all employers said that the training resulted in increased effectiveness on the job for recipients. Many, 51, expressed interest in arranging with SAC to offer Human Services inservice training at their agency, and 39 were not interested.

Agency respondents also rated a list of qualifications for para-professional employees by importance, and those results are in Table 9. Specific knowledge and abilities was the most valued qualification, and Human Services course work and other education were both rated second most important.

Of great value was the qualitative data collected in the form of agencies' written comments, which are also included in the appendix. Several agencies also wrote letters expressing interest in working with SAC's program.

Employment Development Information. Job market statistics for Human Services para-professionals was scarce in the literature because of the interdisciplinary nature of the field and, again, precisely defining the occupations under consideration. The EDD published a reprint of the U.S. Department of Labor, Bureau of Labor Statistics Spring 1980 Occupational Outlook Quarterly. Unique to this publication is a reference to "social services aides". It estimated that in 1978, 134,000 persons were employed in this occupation nationally, and in 1978-90 there would be 7,500 job openings. Most interesting is the explanation of "employment prospects":

> "Employment is expected to grow about as fast as average as social welfare programs expand and aides perform tasks formerly handled by professional personnel. Many opportunities for part-time work."

Data gathered from this study has, likewise indicated stable employment patterns. While the numbers employed are not grand, they are steady in that numbers hired this year are expected to continue next year, and former students are employed in their field of study at substantial rates.

CONCLUSION

The purpose of the study was to evaluate the Human Services program in terms of its four functions: upgrading skills, providing inservice training, training volunteers, and preparing for transfer. The results must be qualified by the somewhat low response rate for the student questionnaire, the lack of total representativeness of those respondents of all Human Services students, and the reliability and validity problems encountered with the agency questionnaire. To the contrary, however, it must be noted that all students who

had enrolled in a Human Services class, even those who received zero units, were included in the study, and the inclusion of these students, while presenting a complete student profile, could at the same time somewhat dilute the results. Even with the inclusion of all students, all four functions of the program appear viable according to the findings:

FUNCTION	RELATED FINDINGS
Upgrading job skills	1. 52% of student respondents stated that this was their educational goal upon enrolling. 2. 40% of student respondents were working in the Human Services field upon enrolling. 3. 87% of those employed in the field stated that training helped them to upgrade skills. 4. 30 out of 34 agencies stated that their employees who had received Human Services training improved on the job.
Inservice training	1. 51 agencies are interested in arranging with SAC to provide training for their personnel in their agency.
Training volunteers	1. Job demand for volunteers is three to four times as great as for paid employees and is increasing. 2. 15% of student respondents stated that training to be a volunteer was their goal upon enrolling at SAC.
Preparing students to transfer	1. 43% of student respondents stated that preparing to transfer to a four year college was their goal upon enrolling at SAC. 2. 20% of student respondents had transferred, so far, to a four year school, not all, however, in Human Services major.

Other personal needs are being met by Human Services courses as well, as evidenced by the students' comments. Additionally, the program is attracting high rates of women, older persons, and ethnic minorities, non-traditional student groups who should be encouraged into the educational environment. It is recommended that parts of the program be re-structured, such as to increase

the emphasis on the needs for trained volunteers and to recognize the inter-disciplinary nature of the program and the multi-faceted needs being met by the program, in addition to maintaining the current vocational and transfer functions.

Table 1

CHARACTERISTICS OF HUMAN SERVICES
STUDENTS AND QUESTIONNAIRE RESPONDENTS
WHO ATTENDED SAC
FALL 1979-SUMMER 1980

CHARACTERISTIC	ALL HUMAN SERVICES STUDENTS n=276	RESPONDENTS n=111
	Percent Frequency	
Sex		
Male	23%	20%
Female	77	80
Age		
17-18	0	0
19	1%	1%
20-21	11	6
22-25	18	10
26-30	20	15
31-40	23	23
41-50	18	31
51-60	8	11
Over 60	1	4
Ethnicity		
White	56%	68%
Hispanic	22	15
Black	14	5
Asian	1	1
Non-American	0	0
American Indian	1	4
Pacific Islander	2	1
Other Non-white	5	6

Table 2

HUMAN SERVICES UNITS COMPLETED BY HUMAN SERVICES STUDENT RESPONDENTS
1976-1980

Number units completed	Percent Frequency*
0	22%
1	8
2-3	31
4-6	16
7-10	8
11-20	10
20 or more	5

*n = 170

Table 3

EDUCATIONAL GOALS
OF
HUMAN SERVICES STUDENTS

Question: What were your goals while attending SAC and did you achieve those goals?

Response:		Yes, a goal of mine	I achieved this goal	I partially achieved this goal
Goal:			*Percent frequency**	
	To obtain a Human Services A.A. degree	39%	18%	18%
	To obtain a Human Services certificate	28	12	14
	To meet academic requirements to transfer to a four year college	43	22	21
	To upgrade job skills in Human Services	52	33	14
	To learn skills to become a professional volunteer in Human Services	15	11	14
	For personal development	85	52	22
	To get a promotion in my Human Services job	20	11	8
	To get a para-professional job	27	11	8

* n=170

Table 4

FORMER & CURRENT
EMPLOYMENT STATUS OF HUMAN SERVICES STUDENTS

Question: When you first entered SAC, were you employed or a volunteer in Human Services?.

Response:	*Percent Frequency**
Yes, employed in Human Services	25%
Yes, volunteer in Human Services	15
No	56

Question: What are you doing now?

Response:	In Human Services	In Other Field
	*Percent Frequency**	
Working full time	30%	32%
Working part time	7	14
Full time volunteer	0	1
Part time volunteer	10	2
Not working, not looking for a job	9	4
Not working, looking for a job	4	2
Student at SAC	15	12
Student at another college	6	12
Homemaker		21

*n=170

Table 5

EDUCATIONAL STATUS OF
HUMAN SERVICES STUDENTS

Question: Since attending SAC, have you attended another college?

Response:	*Percent Frequency**
No	45%
Yes, Cal State Fullerton	11
Yes, Cal State Long Beach	3
Yes, UC Irvine	4
Yes, Chapman College	2
Yes, Another community college	4
Yes, Other	6
I am still attending SAC	21

*n=170

Question: Were your Human Services classes at SAC beneficial to you in completing your classes at the other college?

Response:	*Percent Frequency **
Yes	57%
No	43

**n=68

Table 6

EVALUATION OF SAC HUMAN SERVICES TRAINING
BY HUMAN SERVICES STUDENTS
EMPLOYED IN FIELD

Question: What part of your Human Services program was most valuable for meeting the minimun skill requirements for your present job volunteer position?

Response:	*Percent Frequency**
Classroom instruction	53%
Classroom assignment (contracts, journals, etc.)	16
Workshops	12
Practicum (fieldwork)	4
Work experience	8
No part helpful	7

Question: Did your training in Human Services enable you to get your present job or volunteer position?

Response:	*Percent Frequency**
Yes	37%
No	63

Question: Did you obtain your present job as a result of your volunteer field work placement?

Response:	*Percent Frequency**
Yes	18%
No	82

n=90

continued

Table 6, cont'd

Question: Did your training is Human Services enable you to upgrade your job skills?

Response:	*Percent Frequency**
Yes	87%
No	13

Question: Did your training in Human Services enable you to obtain a promotion?

Response:	*Percent Frequency**
Yes	40%
No	60

*n = 90

Position Titles
of
Human Services Respondents

Account Clerk II
Activity, Volunteer Co-ordinator
Administrative Assistant
Advocate & Advocacy Class Trainer
Aquatic & Assistant Physical Director
Assistant to Director March of Dimes
Attendant for Disabled
Avon - Local Manager
Board Member
Bookkeeper
C.C.D. Teacher Aid
Chairman, Human Services Dept.
Child Care Center, owner in Mariposa CA.
Chronic Pain Controll Assistant
Clerical Supervisor
Clerk
Co-leader bereaved Parent group
Community Center Aid
Community Relation Rep. - Public Relation
Community Services Manger
Community Worker II
Contracts Clerk/PBX Receptionist
Custodial Worker Assistant Supervisor
Director of Volunteer de Paul Orange County
District Executive-Boy Scouts of America
Eligibility Supervisor II
Eligibility Worker II

Eligibility Worker in foster placement
Employment Counselor
Employment Represenative
Executive Director
Executive Secretary
Engineering Documentation
Family Life Educator
Family therapist and Out patient Co-ordinator-Alcoholism
Fiscal Assistant
Group Supervisor-night
Health Education Assistant
Health Educator

Instrutional Aid
Intake Counselor
Lead Clerk Supervisor
Library Media Specialist Educating
Licensed Psychiatric Technician
Manager
Medical Secretary
Member St. Vincent de Paul Orange County

Nursing home
Optician
Owner-Director Infant Day Care
Patient Financial Information Manager
Peer Counselor-Tutor
Pregnancy Counselor
Pre-school Director
Pre-school Teacher
President of a Community Organization
Private Secretary
Probation Counselor
Program Co-ordinator
Range Master
Realtor Associate
Registration Clerk
School Secretary-Elem.
Secretary
Senior citizens, Director
Social Service Aid
Social Services Co-ordinator
Special Friend - Visit to Seniors Citizens

Supervisor Assistance for Retarded Citizens
Supervisor Court Clerk II
Surgery Schedulor
Teacher's Aide
Typist Clerk II
Vocational Counselor III
Water Processor

Table 7

ASSESSMENT OF
HUMAN SERVICES PARA-PROFESSIONAL JOB MARKET
BY HUMAN SERVICES AGENCY RESPONDENTS

Question: How many Human Services para-professional employees and volunteers do you currently employ?

Response:

	Employees	Volunteers
	Frequency	
0	59	27
1-3	27	18
4-10	28	9
11-50	8	12
50-100	2	4
100 or more	1	4
Total	1156	3818

Question: How many new Human Services para-professional employees and volunteers have you hired in the past year?

Response:

	Employees	Volunteers
	Frequency	
0	40	33
1-3	39	10
4-10	9	8
11-50	5	10
50-100	1	2
100 or more	0	3
Total	285	1133

Question: How many new Human Services para-professional employees and volunteers do you anticipate hiring in the next year?

Response:

	Employees	Volunteers
	Frequency	
0	45	29
1-3	21	10
4-10	13	7
11-50	4	11
50-100	1	1
100 or more	0	3
Total	260	1365

Table 8

FAMILIARITY AND ASSESSMENT OF SAC
HUMAN SERVICES PROGRAM BY
HUMAN SERVICES AGENCY RESPONDENTS

Question: How familiar are you with SAC's Human Services program?

Response:

	Frequency
Very familiar	21
Somewhat familiar	46
Not familiar	33

Question: How many of your former and present employees and volunteers, to your knowledge, have participated in the SAC Human Services program?

Response:

	Frequency
0	45
1-3	23
4-10	14
11-50	2
Total	39

Question: Did those employees demonstrate increased effectiveness on the job as a result of their SAC Human Services training?

Response:

	Frequency
Yes	30
No	4

Question: Would your agency be interested in arranging with SAC to offer Human Services inservice training for your personnel at your agency?

Response:

	Frequency
Yes	51
No	39

Table 9

QUALIFICATIONS FOR HUMAN SERVICES
PARA-PROFESSIONAL EMPLOYEES
BY HUMAN SERVICES AGENCY RESPONDENTS

Question: Listed below are some qualifications for Human Services para - professional posotions. Please prioritize these qualifications. according to importance to your agency, from 1 to 7, with 1 being the most valuad qualification and 7 being the least.

Response:

	Priority Rating
Specific knowledge and abilies	1
Human Services course work completed	2
Other education	2
Prior work experience in Human Services field	3
prior work experience with your agency	4
A Human Services certificate	5

Appendices

Instructions: Please answer every question by writing the correct number in the corresponding bracket to the right of the question.

1. What were your goals while attending SAC, and did you achieve those goals?

	What were your goals? 1 = Yes 2 = No	Have you achieved this goal? 1 = Yes 2 = Partially 3 = No
To obtain a Human Services A.A. degree	_____ 1	_____ 2
To obtain a Human Services Certificate	_____ 3	_____ 4
To meet academic requirements to transfer to a four year college	_____ 5	_____ 6
To upgrade job skills in Human Services	_____ 7	_____ 8
To learn skills to become a professional volunteer in Human Ser.	_____ 9	_____ 10
For personal development	_____ 11	_____ 12
To get a promotion in my Human Services job	_____ 13	_____ 14
To get a para-professional job in Human Services	_____ 15	_____ 16
Other (please specify)	_____ 17	_____ 18

2. When you first entered SAC, were you employed or a volunteer in Human Services?
1=Yes, employed in Human Services _____ 19
2=Yes, volunteer in Human Services
3=No

3. What are you doing now?
Please check (✓) appropriate response(s)

	In Human Services	In Other Field
Working full time (30 hours or more)	___ 20	___ 21
Working part time (less than 30 hours)	___ 22	___ 23
Full time volunteer	___ 24	___ 25
Part time volunteer	___ 26	___ 27
Not working; not looking for a job	___ 28	___ 29
Not working; looking for a job	___ 30	___ 31
Student at SAC	___ 32	___ 33
Student at another college	___ 34	___ 35
Homemaker		___ 36

4. Since attending Santa Ana College, have you attended another college?

1 = No ___ 37
2 = Yes, Cal State Fullerton
3 = Yes, Cal State Long Beach
4 = Yes, UC Irvine
5 = Chapman College
6 = Another community college
7 = Other college (specify) _____
8 = I am still attending Santa Ana College

IF YOU HAVE ATTENDED ANOTHER COLLEGE, PLEASE ANSWER QUESTIONS 5 & 6

5. Were you a full time student? (enrolled in more than 12 units per semester)
1 = Yes ___ 38
2 = No

6. Were your Human Services classes at SAC beneficial to you in completing your classes at the other college?
1 = Yes
2 = No ___ 39

IF YOU ARE EMPLOYED OR A VOLUNTEER IN HUMAN SERVICES, PLEASE ANSWER QUESTIONS 7 through 13

7. What is your position title?
_____

8. What part of your Human Services program was most valuable for meeting the minimum skill requirements for your present job or volunteer position?
1 = Classroom Instruction ___ 40
2 = Classroom assignments (contracts, journals, etc.)
3 = Workshops
4 = Practicum (fieldwork)
5 = Work experience
6 = No part helpful

9. Did your training in Human Services enable you to get your present job or volunteer position?
1 = Yes ___ 41
2 = No

10. Did you obtain your present job as a result of your volunteer field work placement?
1 = Yes ___ 42
2 = No

11. Did your training in Human Services enable you to upgrade your job skills?
1 = Yes ___ 43
2 = No

12. Did your training in Human Services enable you to obtain a promotion?
1 = Yes ___ 44
2 = No

13. What specific skills and abilities did you acquire from SAC Human Services classes which have helped you in your job?
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Perm ___ 45
___ 51

Your comments would be appreciated _____

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Hi!

Since the Fall of 1972, Santa Ana College has offered a vocationally oriented Human Services Program. Its purposes have been to assist agencies with inservice training, to help professionals and volunteers expand personal and professional skills, to provide an academic foundation for transfer to higher levels, and to offer a Certificate of Completion with which to enhance qualifications for entry level employment and advancement.

The question now is, are we accomplishing these goals? In order to find out, we are sending this questionnaire to all of you who have been enrolled in Human Services courses. We are asking for your help in evaluating the effectiveness of the Program.

Consequently, please answer the questions on the reverse side, refold the form, and return it to me as soon as possible.

Your taking the time to respond is deeply appreciated. Thanks!

Gratefully,

Gloria Davenport

Gloria Davenport, Chair
Human Services Department

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SANTA ANA COLLEGE

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SANTA ANA, CALIFORNIA 92706
(714) 835-3000

J. WILLIAM WENRICH
PRESIDENT
SUPERINTENDENT

To Directors of Human Services Organizations:

Santa Ana College (SAC) has been training students in Human Services since 1972, and now we are asking for your help in assessing the effectiveness of this program. SAC's Human Services program is designed to upgrade and expand para-professional competencies, to provide para-professional skills and personal enrichment for volunteers, to assist agencies with inservice training, and to prepare students for transfer to a four year university. As one of many para-professional programs offered at SAC, the college must assure students that there are entry level para-professional jobs available.

To help you complete the questionnaire, we define Human Services para-professionals as those who provide intervention and prevention services rather than treatment. Examples include Community Workers, Eligibility Workers, Social Services Aids, and Outreach Workers.

We hope that you will take a few minutes of your time to answer the enclosed needs assessment questionnaire. We realize that many of the questions may be difficult to answer precisely. Please help us by providing your best estimate. If you have any questions, contact Julie Slark, 835-3000 extension 372.

Additionally, it would be helpful to us if you returned copies of printed job descriptions of para-professional positions in your agency, if available, with your completed questionnaire.

Please use the enclosed envelope. No postage is required. Thank you, in advance, for your response.

Very truly yours,

J. William Wenrich

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Human Services Needs Assessment

	Employees	Volunteers
1. How many Human Services para-professional employees and volunteers do you currently employ?	____ 1	____ 8
2. How many <u>new</u> Human Services para-professional employees and volunteers have you hired in the past year?	____ 6	____ 7
3. How many <u>new</u> Human Services para-professional employees and volunteers do you anticipate hiring in the next year?	____ 9	____ 11

4. How many of your former and present employees and volunteers, to your knowledge, have participated in the SAC Human Services program? ____ 13

5. Did those employees demonstrate increased effectiveness on the job as a result of their SAC Human Services training?

Please check (✓)

Yes ____ 15
No ____ 16
Not applicable ____ 17

6. Listed below are some qualifications for Human Services para-professional positions. Please prioritize these qualifications, according to importance to your agency, from 1 to 7, with 1 being the most valued qualification and 7 being the least.

A Human Services certificate ____ 18
Human Services coursework completed ____ 19
Other education ____ 20
Prior work experience with your agency ____ 21
Prior work experience in Human Services field ____ 22
Specific knowledge and abilities ____ 23
Other (specify) _____ ____ 24

7. How familiar are you with SAC's Human Services program?

Please check (✓)

Very familiar ____ 25
Somewhat familiar ____ 26
Not familiar ____ 27

8. Would your agency be interested in arranging with SAC to offer Human Services inservice training for your personnel at your agency?

Please check (✓)

Yes ____ 28
No ____ 29

9. Your comments regarding SAC's Human Services program would be appreciated:

_____

_____

_____

_____

10. Name and address of responding agency:

_____

_____

Telephone number _____

Names of person completing this questionnaire _____

Response Information

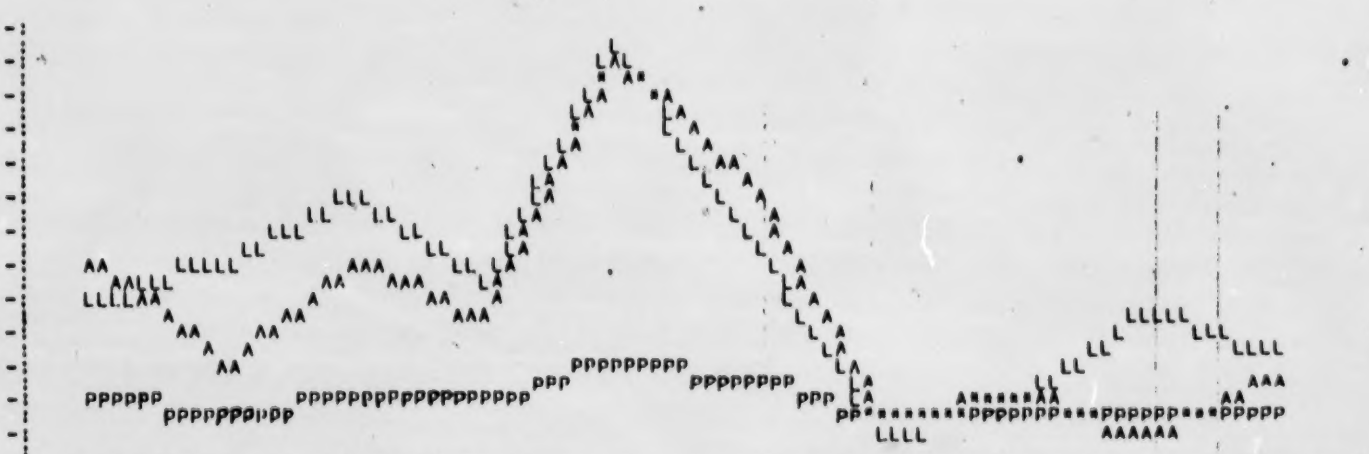
. Total SAM Completers: 29
. Students in Follow-up: 29
. Response Rate: 93.10

Human Services - 246

Questions	Number	Percentage
Employment Status		
. Working full time	7	25.93
. Working part time	13	48.15
. Not working, looking for a job	4	14.81
. Not working, not looking for a job	3	11.11
. Military service		
. Total	27	100.00
Attending College		
. Yes	8	29.63
. No	19	70.37
. No response		
Job Description		
. Directly related to courses	14	70.00
. Related to courses	4	20.00
. Not related to courses	2	10.00
. Apprenticeship program		
. No response		
Necessary Training		
. Yes	13	72.22
. No	5	27.78
. No response		
Got Job From Training		
. Yes	12	66.67
. No	6	33.33
. No response		
Sex		
. Males	14	51.85
. Females	13	48.15

HUMAN SERVICES

	FALL 75	SPRG 76	FALL 76	SPRG 77	FALL 77	SPRG 78	FALL 78	SPRG 79	FALL 79	SPRG 80	
WEEKLY STDNT CONTACT HRS	490	302	431	373	659	528	281	262	213	306	**
POSITIVE ATTENDENCE HOURS	0	1002	1020	720	1555	1284	605	941	1140	612	
AVG DAILY ATTENDENCE(ADA)	13.88	10.46	14.15	12.32	21.23	17.33	8.85	9.11	8.20	9.66	
ADA AS A % OF COLLEGE ADA	0.29	0.22	0.33	0.29	0.51	0.42	0.22	0.24	0.20	0.23	
ENROLLMENT (SEAT COUNT)	172	178	181	177	322	236	119	162	136	140	
FULL-TIME EQUIV. FACULTY	1.38	1.00	1.20	1.20	1.45	1.53	1.15	1.13	0.84	1.05	
LOAD (ADA/FTE)	10.06	10.46	11.79	10.27	14.64	11.33	7.70	8.06	9.76	9.20	



**WSCH for Fall 1980, first census, was 263.

HUMAN SERVICES STUDENTS RESPONDENTS' COMMENTS

#13. What specific skills and abilities did you acquire from SAC Human Services classes which have helped you in your job?

1. To communicate effectively to lead a group to collect resource information.

2. Having enough confidence to work without supervision. Also a positive philosophy of working with and for people. Also practical skills such as report writing, problem assessment, and problem solving.

3. Awareness of myself has increased my ability to peer counsel with parents of handicapped. Increased self confidence has allowed me to be more effective as a trainer and advocate. Contracts and Management aids have helped me organize and meet deadlines. Peer counseling techniques have helped me put clients at ease, and our group is looking at Community Organizing Techniques. And every parent leaves my training class knowing I think they were born to win!

4. I acquired the notable skill of learning how to effectively deal with most individuals and my own self need.

5. Assertion Techniques & Communication Techniques.

6. The ability to observe and verbalize my contacts with others- The TA training (though brief), non-verbal communication, learning who I am and what I want, role playing human interaction, so much that I am afraid this space is too small!

7. T.A. to help me grow as a person & deal w/ those around me. M.B.O.- goal setting- time management-leadership trng-

8. I learned that all people are different and this has helped me with the students I work with. I treat all of them as a completely different person.

9. I won't list them all, however, I must say that the "connections" that I made in the HuSer professional community proved to be quite beneficial. (The course instructors & the Director of the HuSer Program).

10. How to deal with clients using assertion training and TA and interviewing clients. Knowing myself well before assisting others.

11. I learned to be more assertive.

12. Being able to understand myself better, in which to have a better understanding of those clients whom I hope to work with, and be able to help. I gained better insight by role playing, and being able to observe others in different situations.

13. Better communication skills, how to better deal with people on a professional rather that personal level. How to be assertive as opposed to aggressive or passive in my classroom.

14. Hum. Serv. 110 is the only course I've completed in this field. The programs effectiveness is difficult to evaluate.

15. Understanding of skills needed in helping relationships accepting others relating to persons of other ages and ethnic groups.

16. How to deal with small children in a professional manner. I can say my psychology classes were all very useful. Also the child development classes.

17. I improved my already existing counseling techniques that I had at the time I took your workshops.

18. Going into my 2nd semester at CSF as a HuSer Major. Currently I am not working in the HuSer Field.

19. The classes I took at SAC were invaluable to me. It gave me the ability to look at myself & separate my values from the client. I also gained a lot more self esteem and learned not just to sell myself to a prospective employer, but to really BELIEVE the "product" I was selling was just as valuable as I expressed. Although it's difficult to tell from this, I learned how to write clear, concise reports and that the clearer and more compact a report or proposal is the more likely they are to be read and approved. Most importantly I learned to give and receive love and compliments and to really listen to others. All these and many more have helped me in locating and obtaining my goals. To counsel pregnant women.

20. Nursery school administration-all phases helpful.

21. I gained a way to overcome the shyness that each time meeting a stranger and communicate by Eng. language with others.

22. Learning how to relate to a person, also to understand how to control myself in a difficult situation.

23. More awareness of self to others.

24. The ability to communicate effectively with others.

25. Learn to work with young children.

26. Better insight into other people's need by applying Masllow's theory. Better communication skills both verbal and non-verbal.

27. To understand better and handle the teenagers I am working with.

28. How to use your judgement and particular skills for looking for a job. Also in communication with the person that you are convering with and keep good eye contact and observe their body language.

29. Self-awareness, knowledge base of the prefession and ability to interact and help people on a professional level. Info. & referral, counseling etc. Community organization.

30. Self confidence & public relations in communicating with people and knowing how to stand and walk properly.

31. The ability to better understand and handle people and, perhaps overall, more confidence in handling myself.

32. Self-awareness. Become more effective listener. Improved communication skills.

33. Leadership, organization of groups, communication of subject matter.

34. Personal assertive behavior, professional writing skills, agency resources, program management skills, group process facilitation, leadership internship managment, conducting inservice.

35. Ability to critically evaluate situations, prioritize and organize paper work, understanding co-workers and dealing with them assertively. Accepting myself as I am & ultilizing "Get on with it" skills-not dwelling on my failures but learning from them.

36. It helped me understand myself better in dealing with people, and take into consideration others'values, backgrounds, etc. I have more undersranding and am more effective in my job now.

37. Problems solving, community organization, helping and interviewing skills.

38. Interviewing techniques, counseling tech., increased self awareness and interpersonal awareness, increased self-esteem, confidence, communication, assertion techniques.

39. I've become nore assertive in my quest for promotion, more important to the agency as skills are acquired.

40. The ability to cope with many situations relating to a supervisory position.

41. I. personal growth. 2. respect and understanding of others needs. 3. separating and tecognizing my personal needs and not using my job as a crutch. 4. learned about how to get the most out of our community resources.

42. Self confidence and respect, professional language and behavior, a more joyful and stronger and successful attitude in dealing with family members.

43. Learning stress reduction techniques.

44. In my work I have contact with the puplic who have many problems: I can deal better with their problems having some insight on human nature. It has helped me deal w/ my own problems and improve on my own shortomings.

45. Personal growth.

46. Personal growth, transaction with the puplic, positive feelings about myself and others, communication, broader perspective.

47. Listen to your co-workers and those that work under you, be sympathetic to their proboem. I'm so gtateful to know that I did learn how to contact child abuse authorities.

48. A little better understanding of mhself and other people. Assertion training and TA constructs.

49. To be more perceptive of surroundings and people. Interviewing techniques improved because of class.

50. Interviewing skills, interpret body language, set goals and objectives.

51. a. How to listen and hear what is being said.
    b. Less judgemental.
    c. Improved ability to "Pin-Point The Problem".
    d. Recognize client and right to do nothing about his problem.
    e. I am a "helper" now.

52. Gained insight for myself.

53. I learned, and applied, Much info from INFORMATION & REFERRAL course.

54. Better overall understanding of myself and others.

55. Understanding behavior, practice interviewing techniques and counseling, interpersonal growth and assessing and impreving our own self awareness, communication, relating and understanding different cultural and ethnic minorities. Understanding problems confronting consumers, strategies to mobilize community.

56. Stress reduction is needed in education too.

57. Interviewing, counseling techniques, assertiveness.

58. Interviewing and Counseling and Helping the Battered Child and his family (J.Pugh) Human sexuality, all psychology classes helped to integrate my own personality and obtain skills including philosophy (J.Chistian), however, anthropology was disappointing.

59. Interviewing Techniques, Listening and Communicating Skills, coping with stress, and all of the T.A. informations has greatly helped on my personal and job relationships. Keep up the good work!.

60. Mostly communication skills and ability to be assertive and direct. To be more aware of self worth. Listening. Ability to help others learn to love (or like) themselves, then others.

61. Everything that was covered in Human Services has helped especially interview Techniques and how to help themselves when they need it.

"Your Comments Would Be Appreciated"

1. I have written to the President of SAC letting him know how much I feel I have gained from the experience of attending and participating in the Human Services program. Also I have learned the value of being a volunteer.

2. Several of the Human Services classes were meaningful especially the electives I took.

3. I have recently been transfered to Pasadena, so I have been looking for work in Orange County. I'm dismayed at the lack of Human Services positions available, where I know the need is ever increasing. I'm currently seeking employment with all levels of gov't. agencies but have been unsuccessful.

4. I did not change my major until taking HS110. This changed the way both my husband and myself deal with others. As a direct result my husband and I have entered into a people oriented part-time business with exciting potential. We are both excited about it and, more importantly, we are enjoying ourselves and each other tremendously. A few years down the line I hope to be offering a Human Services Scholarship so that I might show my appreciation to Santa Ana College for the many opportunities now open to me as a result of these classes.

5. Without the HuSer classes I took at SAC I would have been lost in the upper division HuSer classes at CSUF. The initiation into the various theraputic disciplines gave me an "edge" in my program. I would recommend SAC HuSer Classes (highly) for those who are planning to major in Psychology.

6. Your class has helped me personally. Now I hope to obtain a job in the near future.

7. After taking a couple of H.S. classes I came to the realization that Human Services was not the field I wanted to pursue for the next 20 years after all. My classes were excellent - they helped me determine what I really wanted.

8. Although I don't recall taking any courses in Human Services. I believe it's commendable that SAC offer these courses. Perhaps someday I may take one. I firmly believe that they are worhwhile.

9. The H.S. dept at SAC has the most comprehensive, complete and enjoyable program I have ever been enrolled in. My personal objective is to transfer to CSF and the instructors have more than prepared me for the transfer. The personal growth and development has been the greatest asset to my personal as well as academic achievements.

10. My attendance at SAC was quite an experience yet very beneficial. My objective at present is to obtain a BA degree from CSUF in labor relations. The Human Services classes were very much an attribute relating to my goal.

11. Funding on my CETA job terminated. I appreciated the course I attended and thought it very helpful. The instructor spent extra time with me. If the opportunity arose, I would take another such course; however, SAC is not very convenient to me at this time. Groups with like purposes should have been organized in my class as in others for maximum efficency.

12. Due to an irregular work schedule, I had to discontinue volunteer work. I have periodically checked the Employment offices for county and city job opening. Could there be made available special job counseling or placement? I am not working in the field. I have no regrets on my choice (of field). I gained much personally.

13. I want to get a job in Human Services. I want to be a community worker.

14. I would like more Human Services classes in the day hours.

15. Taking H.S. classes at SAC has helped me to develop personally and as a result, has helped me to clarify my educational and professional goals. Many of the H.S. classes I've participated in will help me in my chosen field of environmental studies and protection. Thanks!!!!

16. On Aug. 10, we moved to Huntington Beach, out of SAC's district. I am going to inquire as to the curriculum at Golden West and see if they will be of any assistance in my Human Services work. I plan to continue on in my endeavor to complete my AA and -----? Perhaps on to a higher education. My desire and the feasability of my planned career was heightened by attending SAC's Human Services classes. A tremendous help to me!

17. I feel that I gained the most growth as a person from being in the classroom with Gloria Davenport as instructor, and most importantly as a role model for me to relate to. I am looking forward to entering a Master's program soon.

18. This program was helpful and added a grat deal to my experience.

19. Only took one course in Human Services because I deal with this major and I wanted to know what an introduction class entailed.

20. I was answering the above questions as if Special Ed Teaching was a Human Services job. I feel that my class with Gloria Davenport was one of my most vaulable classes. (and enjoyable!)

21. I feel that the Human Services Program is well organized and geared to the many variations of jobs & volunteer work in this field. It has been very helpful to me, even though I can't take as many classes as I would like. I look forward to an AA then BA and eventually Social work through this program. Thank you.

22. I plan to attend SAC for approx,2 to 3 years receiving basic education and skills leading to self-helping job in para-professional employment of interest. Plan to have future volunteer employment.

23. Human Services program creates personal growth. If I understand myself, how I relate to others, how I get my needs met, self acceptance, self esteem. The more personal power and responsibility commitment to myself, the better job I will do. Would like to have deeper program of this kind. It is adequate at SAC but would like to see more development in this area.

24. When I went back to school earlier in 1978 it was after an absence from the classroom of 25 years. I was uncertain of my ability to again successfully futionin the academic setting. I looked forward to entering either a volunteer or employee area with the field of nutrition (graduate level) as most desired, but with attitude of willingness to enter into another field if that proved too difficult to attain. I succeeded in Chemistry for Life Sciences at SAC and will get my MA in HE (nutrition) from CSULB in Dec. 1980.

25. I have a BA degree in Social Science (Human Services). The courses I took helped to expand my educational background in this field.

26. I was treated very well at SAC and I certainly do and have given my endorsment to SAC. I have also reccomended to several people that the professional attitude of the teachers at SAC is a real help to obtaining an education.

27. Upon enrolling at SAC I did not anticipate pursuing an acadimic career. However, exposure to academic and particularly Human Services Dept. Convinced me that I had the potential to learn and use new skills. Thus I received my AA (liberal arts) at SAC and have enrolled as a Human Service major at CSUF and start there 9-2-1980. I appreciate the excellent exposure I received at Human Services at SAC.

28. Thank you Gloria Davenport for making me whole. Your program has helped me in more ways than I can number. May God, good luck and funding take a liking to you.

29. I think you have an exellent array of classes. I enioyed the workshops very much - please have more of these!.

30. I attended only 1 Huser class at SAC because I had not chosen a major until my last semester there. I just comleted my first semester at CSF. The one class (110) was invaluable to me when I transferred to 4 years college, for many reasons. One in this respect: females outnumber males about 8 or 10-1. At SAC it seemed that the students in the Huser class were able to get to know each other better than at CSF. I was rather nevous and anxious about that (being the only male in the class-110). But as time went on, we got to know each well. Add to that the guidance of a very hard working and loving Mrs. Gloria Davenport and I felt

comfortable after a while. How did this help me... It prepared me for the same class structure at CSF except at CS the material is more personal and students and particularly instructors more distant. If I hadn't had 110 I know that I would have experienced much more anxiety.

31. I've also decided that I want out and am working toward a 5 yr. goal to meet that end. Thanks Gloria. Miss your classes. I work right across the street now at Medi-cal.

32. The Human Services Program is, I believe the ideal ground work for the community worker. The general nature of the program allows the student to experience all ---needed to be of value to agencies.

33. I work full time and working toward a Biligual Certificate. I plan on taking more HS courses in the future when I can fit them in my schedule.

34. I learned a great deal from the class. I was able to leave the poor job that I had at the time and went to a much better company. It also helped me to meet new people and cope with everyday living.

35. When I took my Human Services course I wasn't sure which field I wanted to major in so I was trying course. Although I found the Human Services course very helpful in my personal growth I did not feel that it would give me enough information for a professional career and so I chose to become a Sociology major.

36. Plan to continue these studies as soon as possible. Have seen the benefit others have derived from the Human Services courses.

37. When able will take more classes. Teacher I had was very good. Class I took was very beneficial. For work and personal.

38. I thoroughly enjoyed the class in HS. Since then I have completed a BA degree in Social Ecology at UCI. I plan to continue my education in Creative Writing Psych for a Masters degree. I think your HS program is excellent and most worthy, and I will continue recommending it to others.

39. I did not get much out of the course I took at SAC because I discovered Human Services wasn't my interest.

40. I have lost another 10 pounds. I am down to 115 from 145. The only trouble is none of my clothes fit. Now, I drive on the freeways every day and it doesn't bother me a bit. Your class really aided me in all I have overcome.

41. Gloria's class was the most valuable class I have ever taken and although I am out of the Human Services field, it was a learning experience that I have and always will benefit from.

42. I have not lost my goals and I'm planning to start going back to school to learn more about myself and Human Services job skills.

43. The knowledge I obtained at SAC was good. It was Prop 13 that hit my job opportunities.

44. Fantastic program! Internal insight and awareness prompting insight and awareness of others . Excellent program for anyone to gain more when working with others. Everyone would benefit from any walk in life.

45. The Human Services Dept. at Santa Ana College has grown and matured from its inception to the present. The staff, both instructures and support, have worked to get the program to its current level which is outstanding. Keep up the great work Gloria and staff.

46. I would have liked to attend these classes, in which I was till I met with an injury and was hospitalized. Then I stopped attending my classes.

47. My compliments to a wonderful person and facilitator, Gloria, who helped me to learn more about nyself and others than anyone else.

48. Dear Gloria, Elaine has recently re-located to Mariposa, CA where she has opened a much needed child care center. The classes she took with me were for self-improvement & development. She is just one semester from her B.A. in Rehabilation Therapy.

49. Please take my name off your Human Services Mailing List. Thanks.

50. I do plan on enrolling in the spring to reach my objective in the future . My instructors in the past have been very kind and helpful.

51. I would really like to attend college again but I need money now more than ever and waited to see if I could receive grants but they did. not come through, also I really did not set up my schedule the way I knew I can handle!

52. Human Services are crucial. To keep the power of a strongest nation, all private and public facilities to the poorer community are necessary. The more the forces are, the more gap trend to national insecurity.

53. I firmly believe that I could not have gotten the job that I currently have without the background, classroom, instruction and experience that the Human Services program has given me. Not to mention my own personal enrichment. Thank you.

54. If I had the time I would be most happy to continue the Human Service course. I am interested in obtaining an AA degree, however I am not aware of the requirements.

55. All people that work in community service should pass Ms. Davenport's personal growth class. Of all people, these workers should become aware and concerned with the human condition.

56. I appreciated the course that I took from Gloria Davenport, although for personal reasons, I did not finish the semester. I liked the fact that Mrs.Davenport really seems involved with the students and is intense about the over all learning process and the H.S. program itself.

57. I chose not to pursue a career in Human Services. However, because of the classes I took, my personal skills have expanded tremendously. I am becoming the person that I thought I could never be ! Thank you.

58. The classes and program helped so much in my personal growth. I am not sure positively how I am going to use the program so first semester I am taking general education and will finish up this year so then I may continue on with my major after diciding how I want to use it.

59. Gloria, I think you know how much this field means to me. But because of financial problems, I had to become employed immediatly. Hope to continue with school in spring semester.

60. I am starting my senior year at UCI this year in social ecology. The class I had at SAC my first year and Gloria helped me make the decision to go into social ecology.

61. Mrs. Finley was an excellent instructor for this field.

62. I took the class for personal development, because I believe it could help me in my work as a registered nurse. I plan to take some more Humanities classes in the near future for the same reason.

63. I am very glad that I took Human Services Course 110 last semester. It helped me to make decisions about my life and my career, and it also gave me strength to face my problems and then to solve them. I have decided to study and get a B.A. degree in Anthropology. Thank you.

64. By participating in Human Services classes, I have learned some skills that have helped to develop and achieve my career objectives.

65. Human Services is a very good program. It is beneficial to majors and non-majors.

66. I have been working in the field of Human Services as a employment Representative in a CETA Program..The classes that I have taken were very beneficial in helping understand myself and others. They enable me to relate and communicate with the disadvantaged and minorities.

67. When it was evident that the rungs of the ladder were gone for upward mobility --- I took a Real Estate Course - passed - became affiliated witha reputable firm, and part-time, have four escrows closed. I am still an EW in the BHI unit (one of the most pleasant "eligibility" assignments) and my goal is "retirement" in three years - than full time Real Estate.

68. The training with Mrs.Finley has been very helpful in many areas of my life since 1971.

69. Gloria, Your class helped me so much in more way than one as you know. your method of teaching is so beneficial. You are great. Thank you.

70. Excellent Program - should have more campus publicity.

71. Taking Gloria Davenport's class was a real winner! I would like to know of other classes she offers.

72. The Huser course at SAC provided a wealthy of related information. The upper division courses at CSFU did not include any new material that I had not been exposed to at SAC. Instead, it provides an in depth review of SAC's Huser course. This a direct reflection upon the qualification and dedication af SAC Huser instructors.

73. Initially, I started in "History" to improve my knowledge in a field that interested me. Then, I went into English; I started at the bottom and stopped after completing Eng.101. This was truly a very rewarding accomplishment. Cooking classes were recommended with other classes. However, I found the offices at SAC of no help to me-the office sent one to deadend places.

74. I am employed with a personel CO. at present. Human Services helped me, because of my counseling background. Also, my experience with a volunteer position and with people. I would like a management position from here.

75. Very good program for personal awareness.

76. Nice to be back. Will be great to see you and have you for an instructor.

77. Learned much about myself and relationships with others in the personal growth class. I would like to learn more about T.A. and interviewing clients.

78. Gloria Davenport was an exellent facilitator for the stress reduction workshop held at the month of August.

79. I found the class in Human Services that I took very beneficial in that it helped me better understand myseft and others. Also it taught me how to express myselfconcisely and effectively. It was a stimulating and extremely enjoyable class to me.

80. I have not as of yet made any plan or finalized any of my "dreams". They are still just that, dreams. But it does give me a good start on my future.

81. The loss of this program or any portions of it would mean a great loss to Human Services Agencies in Orange County. It is not only a viable training tool for future professionals and volunteers, but a needed regrowth instrument for burned out professionals and a means to enhance old skills.

82. I am still enrolled in SAC. I will get my AA in June. My major is Psychology, however, I do work in Human Services. Namely Albert Sitton Home.

83. I enjoyed all the classes. They helped me a great deal.
(1) Learned to be assertive.
(2) Communication with others at work.
(3) Communication with others - responsive - Gloria's famous contract.
(4) Have told others of your classes.
(5) Finding my old vocation - doing engineer drafting now - a warm fuzzy to you all.

84. I am currently working for a Christian organization where I have found the knowledge and information I learned in my Human Services very useful. Personal awareness, being able to listen and understand other people's roles and lifestyle have helped me a great deal. I will begin training as a counselor soon.

85. I am working full-time at Weisfield Jewelers in the Orange Mall. I am one of their top sales people. I am planning to soon present a new program than I have in any place else. I owe alot to Gloria and Human Services.

HUMAN SERVICES AGENCY RESPONDENT' COMMENTS

1. We would be happy to assist those working toward work in Human Services areas. The only requirement which is paramount is a pro-life orientation. (The Life Center/Pregnancy Assistance)

2. Excellent way for students to gain both knowledge and experience in this field. (Services for the Blind, INC.)

3. Our experience has been limited since we are a training facility for our own department. (SAC Child Dev. Center)

4. A program in Human Services is important to the field of Aging and should be supported by the agencies in the field. (SA Senior Center)

5. We are in tremondous need for trained homemakers, similar to the one in Fullerton. We could use more in our staff if they were available. (Assistance Language Of Santa Ana)

6. I have had the pleasure to work with at least eight people from the Human Services program at SAC. Each and everyone of them was much easier to train than those never exposed to Human Services Programs. (City of Santa Ana - Corbin Community Center)

7. We do not hire any paraprofessionals. (The Child Guidance Center of Orange County)

8. I did not respond to your request because I felt your program would not be of service to our volunteers. (Santa Ana - Tustin Community Hospital)

9. Although our program is recreational, we need people that can deal with personal problems of teenage youth: school, family personality, etc... (Sugar Ray's Youth Foundation)

10. I have no idea what your program is involved in. Our program deals in direct services (IE one on one counseling). However, the program looks very benefical and would probably be good starting point for individuals wanting to enter the mental health field. (Westminster Methadone Program)

11. Sounds like a good program, and we would be interested in volunteer help as we are a non-profit organization. (The Women's Law Center)

12. Our agency provided services for high school students and other studnets from SAC, UCI and CSUF. Gloria has provided us with information over time past three years. (Cosmopolitan Brotherhood Association)

13. Very excellent program - best we seen. Gloria Davenport is tops! (City of Westminster, Dept. Community Services and Recreation)

14. For the last three years I have worked closely with SAC's fine Human Services Program and its staff. They are doing a tremendous job. However, employment opportunities in the Huser field is limited in city government. (City of Santa Ana - Corbin Community Center)

15. I question the value of an AA or Certificate as far as job acguisition is concerned. Also, it is feasible to encourage students to pursue a BA in Human Services with respect to plausibility of obtaining employment which pays commesurate to training.

16. We have had limited interaction with the program up to now because this is a new agency but we are looking forward to participating in the program from now on. (Garden Grove Adult Day Care Center)

17. Would consider and opportunity to provide a practicing-training situation for one or more of your students on our family services bureau. (The Salvation Army)

18. We know very little about the program. However, our specific staffing pattern with so few employer does not warrant an invaluement at High level. We have however, employed one person who did complete the program at SAC. He was a disable worker. (HSA/South County/Alcohol)

19. We have noted placement for paid staff without degree who do not have extensive job or criminal justice training. We rated Human Services certificate 6 as we require additional skills except for volunteers whom we train. The certificate would be an excellent begining.

20. The curriculum is well rounded, public relations could perhaps be expanded for community awareness, site visits to assist with academic planning would be advantageous. (H.S.A. West Drug Abuse)

21. I do not know that many volunteers at our center are aware of SAC H.S. I feel it would make for increased professionalism in our group as it grows. (Gay Community Center of Orange County)

22. I feel they are trying a lot to be helpful. (American Institute of Family Relations)

23. Our funds are limited so we have no funds to hire paraprofessionals. We might be able to use paraprofessional, trained volunteers (unpaid) but this needs further exploration. (Holy Family Serivces, Counseling and Adoption)

24. We view the H.S. program as well planned, relevant to our work. Our present pattern of not employing para-professionals is due to a long tradition of staffing the agency with Masters of Social Work gradustes. This policy might change but not in the near future. (Family Services, Associate)

25. I would be willing to meet with someone to learn more about the program. (Orange County Fair Housing Council)

26. Excellent Program. (Community Resourses Office)

27. A program benefiting agencies in the helping role by providing in service training and workshops/seminars for existing and future employee in a customized fashion. (HRP)

28. Have just become acquainted with programs through Gloria. Hope to have some SAC students here this year. (Planned Parenthood ASSN of Orange County)

29. I have a AA degree from SAC in Human Services, from there I finished my B.S. in Human Services from Cal-State Fullerton. But it all started at SAC Human Services started on a new life. (Alternate Care Program)

30. I'm not too familiar with the program. Would it be possible to receive a brochure or literature regarding courses offered, Field work, etc? (Feedback Foundation, Inc.)

31. Appears fairly comprehensive as well as work skills related. Background course in gerontology would be helpful for those students interested in senior services. (City of Garden Grove, Dept. of Human Services, Senior Services)

32. My experiences with the program in general and Gloria Davenport in particular have always been positive. The program does much to meet student and community needs. (EOPS Santa Ana College)

33. It is an excellent program. The only problem with a certificate program is the competition in Southern California with all of the people who have advanced degrees in the job market. (Orange County Mental Health Association)

34. Our students are mostly from the Cal-State Fullerton Human Services Dept. Because of distance or for other reasons no Santa Ana College H.S. students have applied to our agency. (North Orange Co. Child Guidance Center)

35. I would like to know were about specific offerings and contact. (Jose C. Colon)

36. Having taken a course in The Community Worker at SAC and several workers having participated in H.S. courses I would say the courses are needed and practical. (International Institute of Orange County)

37. The greatest lack we find in current employees is that they want to spend the majority of their time in counseling and "talking". We need people who make plans and carry out their plans and who know how to promote. Everything is now highly competitive. Human Service folks sometimes fail to know difference between cooperation and loyality to agency for which they work. We have had employees, who want to cooperate, and give away ideas, techniques, plans, projections that we have spent years developing. They have render a dis-service to us. People now need more and more to have typing skills as secretaries are hard to find -- and need to be able to write -- many cannot compose a letter. (Mary Jane Mann, Executive Director YWCA)

38. I am not familiar with SAC's Human Service Program, however would certainly like an orientation to your program. (Women's Transitional Living Center, Inc.)

39. Does not apply since we require professional staff with at least a Master's Degree and specialized training in diagnosis and treatment of emotionally disturbed children and youth. (HSA/Mental Health-Children's Service-North Regin)

40. A very essential program to properly prepare persons to enter the Human Services Field. (County of Orange Human Relations Commission)

41. Helen Vega did complete the prograr under Gloria Davenport. She is one of our most valuable community workers in our district. Professionally, she is positive, confident, competant and fosters good relationships between parents and staff. (Santa Ana Unified School District)

42. We are presently in the process of co-ordination an in-service training program for our employees with Gloria Davenport from SAC. (Assessment Center-Manpower (CETA)

43. Humanistic-Professional balance to meet needs of agency. (Rehabilitation Institute of Orange County)

44. Have been on the Advisory Committee and found the program very good. We had a former volunteer from the program and she was a great assest to us. She is now on our Board of Directors. (Voluntary Action Center-West County)

45. They have always been supportive of your program and your students have been superb. (YWCA New Horizons)

46. Good program....need to upgrade caliber of students recruited. (Orange County Council, RSA)

47. I was not aware of the program, would like to know more about in-service training and how the YMCA might get involved. (Santa Ana Tustin YMCA)

48. St. Joseph Pastoral Care Dept. is currently developing an in home Hospice volunteer vistation program. I would like to explore involvement with SAC. (St. Joseph Hospital)

49. I have participated in the H.S. program. I find out now that this program is very much needed in the field of H.S. Employees need the right training and you cover it very well with this program, but needs more contact personally, you are not getting the interest of the average employee. (Teresa Bradley, Manager, Barrico Bogram)

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